

Langley-Bath-Clearwater Middle

29 Lions Trail
Warrenville, SC 29851

Grades 6-8 Middle School

Enrollment 562 Students

Principal J. Russell Gunter 803-593-7260

Superintendent Dr. Linda B. Eldridge 803-641-2428

Board Chair Dr. John B. Bradley 803-648-0901

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	2	22	22	2

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Average	No
2004	Average	Below Average	No
2005	Average	Unsatisfactory	No
2006	Average	Below Average	No

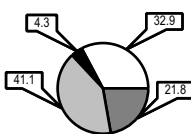
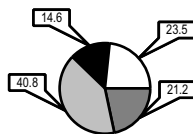
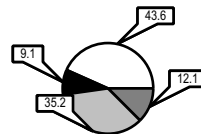
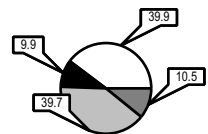
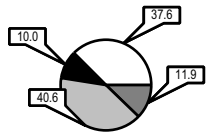
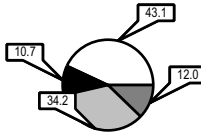
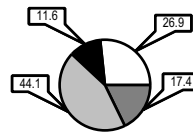
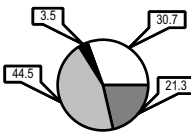
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0	97.9
English 1	97.6	96.1
Biology 1/Applied Biology 2	N/A	80.0
Physical Science	N/A	78.4
All Subjects	98.9	96.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	556	96.9	30.6	41.3	21.8	6.3	37.9	Yes	Yes
Gender									
Male	267	95.5	38.8	42.5	12.9	5.8	27.1	N/A	N/A
Female	289	98.3	23.4	40.1	29.7	6.7	47.6	N/A	N/A
Racial/Ethnic Group									
White	400	98.5	28.0	41.8	23.7	6.5	41.2	Yes	Yes
African American	123	91.9	36.1	38.9	17.6	7.4	30.6	Yes	Yes
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	28	96.4	48.0	40.0	12.0	0.0	20.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	488	98.8	26.1	44.7	24.3	4.8	40.1	N/A	N/A
Disabled	68	83.8	69.8	11.3	0.0	18.9	18.9	No	No
Migrant Status									
Migrant	9	88.9	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	547	97.1	30.5	41.3	21.8	6.4	38.1	N/A	N/A
English Proficiency									
Limited English Proficient	19	94.7	68.8	31.3	0.0	0.0	6.3	I/S	I/S
Non-Limited English Proficient	537	97.0	29.4	41.6	22.5	6.5	38.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	316	94.6	37.5	43.0	15.9	3.6	27.8	No	Yes
Full-pay meals	240	100.0	22.4	39.2	28.9	9.5	50.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	556	96.8	20.5	41.3	21.5	16.7	49.6	Yes	Yes
Gender									
Male	267	95.5	23.3	40.4	17.9	18.3	46.7	N/A	N/A
Female	289	97.9	17.9	42.2	24.6	15.3	52.2	N/A	N/A
Racial/Ethnic Group									
White	400	98.3	17.0	41.4	23.5	18.1	52.7	Yes	Yes
African American	123	91.9	28.7	43.5	15.7	12.0	41.7	Yes	Yes
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	28	96.4	40.0	32.0	12.0	16.0	32.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	488	98.6	17.6	42.2	23.7	16.5	52.3	N/A	N/A
Disabled	68	83.8	45.3	34.0	1.9	18.9	26.4	Yes	No
Migrant Status									
Migrant	9	88.9	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	547	96.9	20.0	41.8	21.8	16.4	49.8	N/A	N/A
English Proficiency									
Limited English Proficient	19	94.7	56.3	31.3	12.5	0.0	12.5	I/S	I/S
Non-Limited English Proficient	537	96.8	19.3	41.7	21.7	17.3	50.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	316	94.3	26.4	45.3	16.7	11.6	40.2	Yes	Yes
Full-pay meals	240	100.0	13.4	36.6	27.2	22.8	60.8	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	556	96.8	42.2	34.9	11.9	11.0	22.9
Gender							
Male	267	95.1	41.1	31.3	14.2	13.4	27.6
Female	289	98.3	43.2	38.1	9.9	8.8	18.7
Racial/Ethnic Group							
White	400	98.3	37.7	36.1	13.7	12.4	26.1
African American	123	91.9	54.7	33.3	5.1	6.8	12.0
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	28	96.4	53.8	23.1	15.4	7.7	23.1
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	488	98.6	38.5	37.8	13.6	10.1	23.7
Disabled	68	83.8	68.8	14.1	0.0	17.2	17.2
Migrant Status							
Migrant	9	88.9	I/S	I/S	I/S	I/S	I/S
Non-Migrant	547	96.9	42.0	35.3	11.8	11.0	22.7
English Proficiency							
Limited English Proficient	19	94.7	76.5	11.8	5.9	5.9	11.8
Non-Limited English Proficient	537	96.8	41.0	35.7	12.2	11.2	23.3
Socio-Economic Status							
Subsidized meals	316	94.3	51.9	33.8	6.6	7.7	14.3
Full-pay meals	240	100.0	30.2	36.2	18.5	15.1	33.6

Social Studies							
All Students	556	96.8	38.5	39.3	10.4	11.8	22.2
Gender							
Male	267	95.1	39.0	35.8	8.9	16.3	25.2
Female	289	98.3	38.1	42.5	11.7	7.7	19.4
Racial/Ethnic Group							
White	400	98.3	34.5	42.0	11.9	11.6	23.5
African American	123	91.9	49.6	33.3	5.1	12.0	17.1
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	28	96.4	50.0	30.8	7.7	11.5	19.2
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	488	98.6	33.8	43.3	11.9	11.0	22.9
Disabled	68	83.8	71.9	10.9	0.0	17.2	17.2
Migrant Status							
Migrant	9	88.9	I/S	I/S	I/S	I/S	I/S
Non-Migrant	547	96.9	38.4	39.2	10.4	12.0	22.4
English Proficiency							
Limited English Proficient	19	94.7	58.8	29.4	5.9	5.9	11.8
Non-Limited English Proficient	537	96.8	37.8	39.6	10.6	12.0	22.5
Socio-Economic Status							
Subsidized meals	316	94.3	45.6	38.3	7.0	9.1	16.0
Full-pay meals	240	100.0	29.7	40.5	14.7	15.1	29.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	199	99.5	34.1	37.4	26.3	2.2	28.5
	7	191	100.0	27.8	50.9	18.9	2.4	21.3
	8	165	99.4	22.3	45.3	27.7	4.7	32.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	187	98.4	35.9	34.7	22.9	6.5	29.4
	7	191	95.8	24.9	42.2	25.4	7.5	32.9
	8	178	96.6	31.3	47.0	16.9	4.8	21.7
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	199	100.0	23.3	40.0	29.4	7.2	36.7
	7	191	100.0	30.2	34.9	21.9	13.0	34.9
	8	165	99.4	25.0	51.4	17.6	6.1	23.6
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	187	98.4	18.2	45.9	23.5	12.4	35.9
	7	191	95.3	15.1	30.2	27.3	27.3	54.7
	8	178	96.6	28.3	48.2	13.3	10.2	23.5
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	199	100.0	41.1	27.2	18.9	12.8	31.7
	7	191	100.0	36.1	34.3	14.8	14.8	29.6
	8	165	99.4	30.4	45.3	17.6	6.8	24.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	187	97.9	49.1	35.1	9.9	5.8	15.8
	7	191	95.8	35.4	32.0	15.7	16.9	32.6
	8	178	96.6	42.4	37.6	10.0	10.0	20.0
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	199	99.5	25.1	46.9	11.2	16.8	27.9
	7	191	100.0	45.0	37.3	8.3	9.5	17.8
	8	165	98.8	27.9	40.8	23.8	7.5	31.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	187	97.9	37.4	38.0	9.9	14.6	24.6
	7	191	95.8	43.8	32.0	10.7	13.5	24.2
	8	178	96.6	34.1	48.2	10.6	7.1	17.6

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 562)				
Students enrolled in high school credit courses (grades 7 & 8)	14.3%	Down from 41.9%	14.4%	16.7%
Retention rate	4.0%	Up from 1.6%	2.3%	2.5%
Attendance rate	95.3%	Up from 94.8%	95.8%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.0%	Down from 4.2%	0.2%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	2.0%	Down from 4.2%	0.1%	1.0%
Eligible for gifted and talented	23.6%	Down from 31.2%	18.6%	15.6%
On academic plans	39.9%	N/AV	42.4%	39.9%
On academic probation	16.3%	N/AV	0.6%	0.7%
With disabilities other than speech	11.4%	Up from 11.1%	13.7%	12.4%
Older than usual for grade	4.4%	Up from 3.7%	4.3%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Down from 0.7%	0.9%	0.9%
Annual dropout rate	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n= 35)				
Teachers with advanced degrees	31.4%	Down from 33.3%	50.0%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	7.8%	9.1%
Teachers with emergency or provisional certificates	10.7%	Down from 12.9%	3.5%	5.6%
Teachers returning from previous year	89.9%	Up from 88.1%	87.0%	84.6%
Teacher attendance rate	93.8%	Down from 94.2%	94.9%	94.8%
Average teacher salary	\$40,732	Down 1.9%	\$42,323	\$42,267
Prof. development days/teacher	14.0 days	Up from 13.5 days	12.4 days	11.9 days
School				
Principal's years at school	7.0	Up from 6.0	3.0	3.0
Student-teacher ratio in core subjects	16.0 to 1	Down from 26.7 to 1	21.5 to 1	21.1 to 1
Prime instructional time	88.1%	Down from 88.2%	89.2%	89.0%
Dollars spent per pupil*	\$5,656	Up 3.7%	\$6,127	\$6,243
Percent of expenditures for teacher salaries*	58.8%	Down from 58.9%	60.4%	59.8%
Percent of expenditures for instruction*	66.4%		64.0%	65.2%
Opportunities in the arts	Excellent	Up from Good	Good	Good
Parents attending conferences	98.1%	Up from 93.1%	98.1%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Average	Up from Below Average	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	9.3%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

At LBC Middle School we continue working to help our students be successful. Aside from academics we offer athletics, various clubs, and the arts to provide a positive environment and learning experience for all our students. To reinforce academics, our students receive all four content areas and exploratory offerings on a daily schedule. We offer double periods in language arts and math. Any student who is experiencing difficulty in any of these areas is invited to participate in the after-school tutoring program.

To further support the academics, students take part in the Accelerated Reader program, the Accelerated Math program, the Academy of Reading, SkillsBank, and the Synergistic lab.

Raising \$6,000 in two weeks for Hurricane Katrina Relief, students at LBC continue to demonstrate a strong sense of humanity. Also, they raised money to help several classmates who lost their homes to fire, as well as provided Christmas for friends in need. This desire to help also strengthens our Character Ed program in which our students participate monthly. Also, 100% Algebra I students passed the EOC exam, and 97.5% of English I students passed the EOC exam.

The administration and teachers have participated in staff development by attending conferences and seminars to learn new techniques and strategies to provide the best learning environment for our students. Several teachers have made presentations at the Blue Ribbon Conference, TechFest, and the SC Middle School Association Conference. Also, the administration and teachers are reading *What Every Teacher Should Know*, a series by Donna E. Walker Tileston as part of our school's Title I plan and staff development. Mr. Greg MacDougall, professor at USC-Aiken, has been instrumental in helping teachers create pacing guides to assist in teaching the standards.

Both teachers and students continue learning with innovative methods that incorporate the use of technology into education. Students are actively involved with interactive white boards, Moodle, the Synergistic lab, PowerPoint presentations, EduTest and research on the Internet.

The aforementioned achievements and growth opportunities offer evidence that our students and teachers are successful. Our mission at LBC is on-going to deliver quality instruction that fosters high academic achievement and social development in a safe and nurturing environment in collaboration with the home and community.

J. Russell Gunter, Principal

Kim Hart and Janelle Copeland, Co-Chair, SIC

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	32	157	86
Percent satisfied with learning environment	93.8%	81.4%	87.8%
Percent satisfied with social and physical environment	96.9%	78.6%	87.8%
Percent satisfied with school-home relations	77.4%	88.1%	87.7%

*Only students at the highest middle school grade level at this school and their parents were included.